

RICHLAND 1 SCHOOL DISTRICT

1616 Richland Street
Columbia, S. C. 29201

GRADES PK-12

ENROLLMENT 25,233 Students

SUPERINTENDENT Dr. Ronald L. Epps 803-231-7500

BOARD CHAIR Vince Ford 803-231-7556

FISCAL AUTHORITY County Council

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	11	9	1	0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This district met 32 out of 33 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Below Average	N/A
2003	Average	Average	No
2004	Average	Average	No

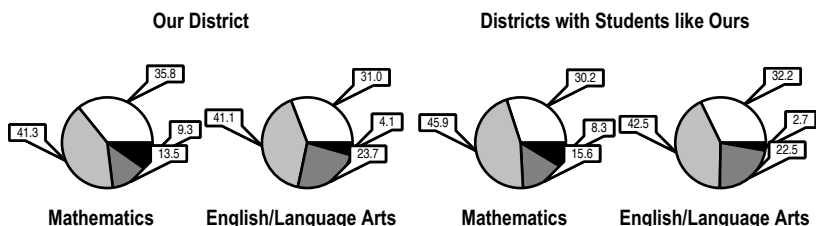
DEFINITIONS OF DISTRICT RATING TERMS

- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

79.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	62.5	N/A	N/A	74.1	N/A	N/A
Passed 1 subtest	18.2	N/A	N/A	13.5	N/A	N/A
Passed no subtests	19.4	N/A	N/A	12.5	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	15.6	13.1
Seniors who met the SAT/ACT requirement	15.8	13.2
Seniors who met the grade point average	49.0	46.2

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	11,851	99.3	31.0	41.2	23.7	4.1	27.8
Gender							
Male	5,963	99.0	36.3	40.5	20.4	2.7	23.2
Female	5,888	99.7	25.9	41.8	26.9	5.4	32.3
Racial/Ethnic Group							
White	2,112	99.6	10.3	29.4	44.9	15.3	60.3
African-American	9,433	99.4	36.1	44.0	18.5	1.4	19.9
Asian/Pacific Islander	67	97.0	15.1	22.6	47.2	15.1	62.3
Hispanic	206	97.1	29.8	42.7	23.4	4.1	27.5
American Indian/Alaskan	12	100.0	11.1	55.6	22.2	11.1	33.3
Disability Status							
Not Disabled	10,128	99.6	27.7	42.0	25.7	4.6	30.3
Disabled	1,723	97.9	51.5	36.1	11.1	1.2	12.3
Migrant Status							
Migrant	12	100.0	80.0	10.0	0.0	10.0	10.0
Non-Migrant	11,839	99.3	31.0	41.2	23.7	4.1	27.8
English Proficiency							
Limited English Proficient	122	95.1	50.5	33.3	12.9	3.2	16.1
Non-Limited English Proficient	11,729	99.4	30.8	41.3	23.8	4.1	27.9
Socio-Economic Status							
Subsidized meals	8,022	99.3	38.2	43.6	17.1	1.1	18.2
Full-pay meals	3,781	99.4	16.5	36.3	37.1	10.2	47.2
Mathematics							
All Students	11,851	99.6	35.8	41.3	13.5	9.3	22.9
Gender							
Male	5,963	99.4	37.7	40.5	12.6	9.2	21.8
Female	5,888	99.7	34.0	42.1	14.4	9.5	23.9
Racial/Ethnic Group							
White	2,112	99.8	11.6	30.9	26.1	31.4	57.5
African-American	9,433	99.5	41.9	43.7	10.5	3.9	14.4
Asian/Pacific Islander	67	98.5	9.4	30.2	22.6	37.7	60.4
Hispanic	206	99.5	26.3	46.8	15.8	11.1	26.9
American Indian/Alaskan	12	100.0	11.1	33.3	33.3	22.2	55.6
Disability Status							
Not Disabled	10,128	99.8	31.1	43.1	15.2	10.6	25.8
Disabled	1,723	98.4	65.1	29.8	3.4	1.7	5.1
Migrant Status							
Migrant	12	100.0	30.0	40.0	10.0	20.0	30.0
Non-Migrant	11,839	99.6	35.8	41.3	13.5	9.3	22.9
English Proficiency							
Limited English Proficient	122	100.0	41.9	41.9	7.5	8.6	16.1
Non-Limited English Proficient	11,729	99.6	35.8	41.3	13.6	9.4	23.0
Socio-Economic Status							
Subsidized meals	8,022	99.5	43.7	43.6	9.5	3.3	12.7
Full-pay meals	3,781	99.7	19.8	36.7	21.8	21.6	43.5

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	2,028	99.3	24.7	39.3	31.0	4.9	35.9
	Grade 4	2,131	99.4	31.2	43.3	23.4	2.2	25.5
	Grade 5	2,027	99.4	40.1	45.8	13.3	0.8	14.1
	Grade 6	2,045	98.2	37.8	37.7	19.0	5.6	24.6
	Grade 7	1,981	98.8	37.2	43.4	16.7	2.6	19.4
	Grade 8	2,045	98.2	43.6	40.1	14.1	2.2	16.3
2004	Grade 3	1,868	99.3	19.6	34.2	38.4	7.8	46.2
	Grade 4	1,969	99.5	23.1	44.7	29.4	2.8	32.2
	Grade 5	2,095	99.4	30.1	50.8	17.9	1.2	19.1
	Grade 6	2,000	99.5	44.1	34.5	17.2	4.2	21.4
	Grade 7	2,023	99.3	35.0	45.2	16.3	3.6	19.8
	Grade 8	1,910	99.1	37.4	42.6	16.2	3.8	19.9

Mathematics								
2003	Grade 3	2,028	99.9	32.5	47.8	12.7	7.0	19.6
	Grade 4	2,131	99.8	28.2	46.7	14.2	11.0	25.2
	Grade 5	2,027	99.9	38.5	42.2	12.7	6.6	19.3
	Grade 6	2,045	99.3	36.5	35.9	16.2	11.4	27.6
	Grade 7	1,981	99.6	46.0	31.9	11.7	10.4	22.1
	Grade 8	2,045	99.1	45.4	41.9	8.3	4.3	12.7
2004	Grade 3	1,868	99.8	29.9	50.9	13.8	5.4	19.2
	Grade 4	1,969	99.9	28.7	46.4	14.1	10.8	24.9
	Grade 5	2,095	99.8	35.0	43.0	12.9	9.1	22.0
	Grade 6	2,000	99.5	35.3	37.4	16.2	11.0	27.3
	Grade 7	2,023	99.4	42.1	36.2	11.4	10.3	21.6
	Grade 8	1,910	99.2	47.3	36.3	9.8	6.6	16.4

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	1,875	95.9	22.0	29.9	27.5	20.6	48.0
Gender							
Male	926	94.9	25.4	29.4	25.5	19.6	45.2
Female	949	96.9	18.8	30.4	29.3	21.4	50.7
Racial/Ethnic Group							
White	411	97.3	5.2	12.5	28.7	53.5	82.2
African-American	1,417	95.7	26.5	35.4	27.1	11.0	38.1
Asian/Pacific Islander	17	94.1	21.4	21.4	35.7	21.4	57.1
Hispanic	23	95.7	45.0	25.0	20.0	10.0	30.0
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	1,604	96.9	15.1	31.4	30.2	23.3	53.5
Disabled	271	90.4	66.8	20.5	9.6	3.1	12.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,875	95.9	22.0	29.9	20.8	20.6	48.0
English Proficiency							
Limited English Proficient	28	92.9	40.0	20.0	28.0	12.0	40.0
Non-Limited English Proficient	1,847	96.0	21.8	30.1	27.5	20.7	48.2
Socio-Economic Status							
Subsidized meals	874	95.4	33.1	35.9	24.0	7.1	31.1
Full-pay meals	1,001	96.4	12.5	24.8	30.5	32.1	62.6
Mathematics							
All Students	1,875	94.6	32.7	32.6	20.8	13.8	34.7
Gender							
Male	926	93.2	35.3	27.5	20.9	16.3	37.2
Female	949	95.9	30.2	37.4	20.8	11.5	32.3
Racial/Ethnic Group							
White	411	95.9	10.0	21.1	29.0	39.8	68.9
African-American	1,417	94.2	39.3	36.1	18.7	5.8	24.6
Asian/Pacific Islander	17	100.0	13.3	33.3	13.3	40.0	53.3
Hispanic	23	95.7	50.0	35.0	10.0	5.0	15.0
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	1,604	95.9	26.1	35.0	23.1	15.8	38.8
Disabled	271	86.7	76.4	16.4	5.9	0.9	6.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,875	94.6	32.7	32.6	20.8	13.8	34.7
English Proficiency							
Limited English Proficient	28	92.9	32.0	32.0	8.0	28.0	36.0
Non-Limited English Proficient	1,847	94.6	32.7	32.6	21.0	13.6	34.6
Socio-Economic Status							
Subsidized meals	874	93.1	44.9	35.4	16.0	3.6	19.6
Full-pay meals	1,001	95.8	22.4	30.2	24.9	22.4	47.4

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	1,346	93.1%	1,255	15.6%	1,483	77.7%	N/A
Gender							
Male	603	94.4%	542	17.7%	700	72.7%	
Female	709	92.8%	713	14.0%	783	82.1%	
Racial/Ethnic Group							
White	372	99.2%	320	47.8%	354	89.8%	
African American	903	91.3%	906	3.8%	1,088	73.9%	
Asian/Pacific Islander	10	90.0%	5	60.0%	12	58.3%	
Hispanic	21	100.0%	17	23.5%	23	82.6%	
American Indian/Alaskan	2	I/S	0	N/A	2	I/S	
Disability Status							
Not disabled	1,220	95.0%	1,141	17.0%	1,318	82.9%	
Disabilities other than speech	99	75.8%	114	1.8%	165	36.4%	
Migrant Status							
Migrant	106	100.0%	0	N/A	N/A	N/A	
Non-migrant	1,123	93.6%	1,255	15.6%	N/A	N/A	
English Proficiency							
Limited English proficient	10	100.0%	0	N/A	21	76.2%	
Non-LEP	1,254	93.7%	1,255	15.6%	1,455	77.7%	
Socio-Economic Status							
Subsidized meals	398	88.4%	462	3.0%	506	66.6%	
Full-pay meals	876	96.3%	793	23.0%	977	83.4%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	93.1%	94.4%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	1,483	357
Number of Diplomas	1,152	269
Rate	77.7%	76.2%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	495	478	491	480	986	958
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	16.9	17.2	17.5	17.8	18.0	17.9	17.7	18.1	17.7	17.9
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 25,233)				
First graders who attended full-day kindergarten	95.5%	N/C	97.6%	97.2%
Retention rate	6.0%	No change	5.4%	5.3%
Attendance rate	96.1%	Up from 95.8%	96.0%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.9%		6.1%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	5.6%		5.2%	5.1%
Eligible for gifted and talented	15.5%	Up from 15.0%	10.0%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.2%	Down from 10.3%	11.4%	10.9%
Older than usual for grade	4.7%	Down from 4.8%	5.2%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.5%	Up from 1.3%	0.9%	1.1%
Enrolled in AP/IB programs	19.7%	Down from 20.0%	10.4%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	803	Up from 789	94	157
Completions in adult education GED or diploma programs	368	Up from 302	29	39
Annual dropout rate	2.6%	Down from 3.2%	2.8%	2.9%
Teachers (n= 2,007)				
Teachers with advanced degrees	54.5%	Up from 52.3%	50.0%	50.0%
Continuing contract teachers	73.8%	Up from 72.5%	86.7%	84.6%
Highly qualified teachers**	88.6%	N/A	92.5%	92.5%
Teachers with emergency or provisional certificates	8.2%		4.6%	4.4%
Teachers returning from previous year	88.8%	Up from 85.3%	89.1%	89.9%
Teacher attendance rate	94.1%	Down from 94.6%	94.7%	94.7%
Average teacher salary	\$41,801	Up 2.8%	\$39,451	\$40,566
Vacancies for more than nine weeks	1.1%	N/C	0.7%	0.3%
Prof. development days/teacher	9.9 days	Down from 12.1 days	11.8 days	12.0 days
District				
Superintendent's years at district	5.0	Up from 4.0	3.0	3.0
Student-teacher ratio in core subjects	19.6 to 1	Up from 19.5 to 1	20.6 to 1	21.0 to 1
Prime instructional time	89.1%	Down from 89.3%	89.7%	89.5%
Dollars spent per pupil*	\$9,230	Down 0.3%	\$6,951	\$7,217
Percent of expenditures for teacher salaries*	53.9%	Down from 54.3%	55.2%	55.6%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	90.4%	Up from 86.1%	94.4%	97.3%
Number of schools	48	No change	9	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	6.2%	Up from 6.1%	2.9%	4.3%
Average age in years of school facilities	34	Up from 33	25	26
Number of schools with SACS accreditation	48	No change	8	8
Average administrator salary	\$73,642		\$67,376	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.3%	92.0%
Highly qualified teachers in high poverty schools**	90.3%	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE**Board Membership**

4 trustees elected to single-member seats, 3
trustees elected to at-large seats
County Council

Fiscal Authority

Average Number of Hours of Training Annually 32.0 per board member

Percent new trustees completing orientation N/A

DISTRICT SUPERINTENDENT'S REPORT

With more than 25,000 students, Richland School District One is South Carolina's fourth-largest school district - home of award-winning arts education programs and a nationally recognized student nutrition policy that serves as a model for other school districts across the country. In Richland One, our teachers are dedicated to the belief that challenging assignments and hard work will enable all students to achieve at high levels. Innovative and challenging instructional programs, co-curricular activities and community partnerships are designed to give our students an educational program competitive with any school in the nation. Since the inception of the Palmetto Achievement Challenge Tests (PACT) in 1999, Richland One students have demonstrated continuous academic progress. Between 1999 and 2003, PACT English/Language Arts scores have improved by 9 percentage points at the elementary level, PACT Mathematics scores by 20 percentage points.

Gains in student achievement for all students are expected to continue as a result of nationally recognized school reform and professional development initiatives, such as the Principles of Learning (University of Pittsburgh IFL), Tools for Teaching (Dr. Fred Jones) and Standards In Practice (Education Trust). These programs are being implemented in each of our 28 elementary, 9 middle and 7 high schools.

Richland One students also are making strong gains on the SAT. The average SAT score for 2003 was 986, which represented a 31-point increase over 2002 on the college-entrance exam. SAT scores for Richland One seniors have increased by 93 points since 1998. African-American students in Richland One exceed both national and state SAT averages for African-American students for the third consecutive year. The 1098 average SAT score for white students also exceeds both national and state averages.

High school students accepted the challenge of the Advanced Placement courses to a greater degree in 2002-03, with a 10% increase in the number of students taking AP courses, with 288 students earning a score of 3 or better on College Board AP examinations.

The district continues its focus on addressing areas for improvement, including middle and high school reading and elementary and middle school science and mathematics. As part of the district's strategic planning process in 1999, a team of community and district representatives established a goal that at least 80% of our students will meet or exceed state standards by 2005. Students are on track to meet this ambitious goal at many grade levels. In order to accomplish these outcomes, sustained effort must continue from our students, faculty, and parents. There is no doubt that working together we can accomplish these goals to ensure that our students have a bright future.

Ronald L. Epps, Ph.D.

Superintendent, Richland County School District One